

## ST PAULS CE PRIMARY SCHOOL HEALTH & SAFETY

### Risk Assessment

<b>Location / Site</b>	Insert location and site where activity taking place
St Paul's C of E Primary School	
<b>Activity / Procedure</b>	Insert name/type of activity or procedure being assessed
<ul style="list-style-type: none"> <li>Key Worker/Vulnerable Children in school - Class 4/Class6/Class 2 (3 groups)</li> <li>Class R – Rota basis in Class R – 8<sup>th</sup> of June at the earliest (10 children)</li> <li>Class 1 – Rota basis in Class 1 – 22<sup>nd</sup> of June at the earliest (10 children)</li> <li>Class 6 – 3 days a week in the Hall – 1<sup>st</sup> of July at the earliest (15 children)</li> <li>The other year groups will only return to school if it is safe to do so.</li> </ul>	
<b>Assessment date</b>	Insert date when assessment is being carried out
19/05/2020 updated again on 27.05.2020 – to be updated regularly while re-opening	

Identify people at risk	YES or NO
Employees	<b>Yes</b>
Children	<b>Yes</b>
Visitors	<b>Yes</b>
Contractors	<b>Yes</b>

**Government guidance states for schools states:**

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

**Government guidance for parents concerning re-opening of schools states:**

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include: consideration of the pupils’ mental health and well being

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The red text shows control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11<sup>th</sup> May 2020

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing (no more than 10 apart from Y6 who can have 15 children as they will be based in the hall and not a classroom)</li> <li>2. Remove excess furniture to increase space if space to do so – to Reflection Area/hall or Class 2 reading area</li> <li>3. Children keep to their desks when in the room</li> <li>4. Children have a set pack of items including a pencil, book etc.</li> <li>5. Children to have one 'School Learning' Book each</li> <li>6. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc)</li> <li>7. Charter re-visited and modelled many times a day and linked to new Covid 19 school behaviour system</li> <li>8. Safeguarding information sheet (child friendly) for all groups i.e. who to talk to if you are worried?</li> <li>9. Teachers to model and teach social distancing and handwashing</li> <li>10. Lessons planned for individual work (not pairings or group work)</li> <li>11. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction</li> <li>12. Mark out an area for the teacher – 2m distancing at front of room</li> <li>13. Class phones can be wiped down with wipes bought.</li> <li>14. Children to ensure handwashing regularly – see timetable</li> <li>15. Children to use same desk if returning next day</li> <li>16. Teacher and LSA are assigned to these children and stay with these children throughout the day (and on sub-sequent days)</li> <li>17. Children stay in the classroom for majority of the day and not mix with other groups</li> <li>18. Bags, coats and lunchboxes kept under children's tables</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<p><b>Signed off by Governors – 21.05.2020</b></p> <p><b>Shared with staff - 27.05.2020</b></p>			

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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>St Paul’s can not allocate toilets to different groups of children and there is an issue with waiting to go into the toilet.</b></p> <ol style="list-style-type: none"> <li>1. Only two children allowed to go to toilet at a time – middle sinks closed for handwashing</li> <li>2. TA to escort children to toilets and ensure no other children are in the toilets.</li> <li>3. Children to wait 2m apart while the TA checks the toilets are free</li> <li>4. Hand gel used after toilet if we can order and use as well as washing hands</li> <li>5. Extra Signs in toilet re washing hands</li> <li>6. External toilet doors to stay open</li> <li>7. Extra soap ordered to ensure we do not run out</li> <li>8. Extra wipe down of sinks/toilet handles through the day</li> <li>9. 1 Cleaner in during the day to clean the toilets fully/another full clean at the end of the day</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<p><b>Signed off by Governors – 21.05.2020</b>  <b>Shared with staff - 27.05.2020</b></p>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing waiting to enter school in morning</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>St Paul’s can not put 2m apart markers outside of school i.e. on the road outside school. Parents and children may end up waiting outside others houses. School to look into chalk.</b></p> <ol style="list-style-type: none"> <li>1. Posters outside school for the children and parents to wait – more than 2 metres apart as more than one person</li> <li>2. Allocated door for key worker/vulnerable children to arrive and leave from – see timetable</li> <li>3. Parents are not to enter the building and need to let their children come in alone</li> <li>4. Parents who really need an appointment may book an appointment but this may be virtual</li> <li>5. Instructions shared re social distancing between with parents and children prior to attending school</li> <li>6. Signage for parents and children displayed outside school</li> <li>7. SLT/AHT to be on duty to supervise</li> <li>8. <b>Staggered drop off and pick up times for different year groups</b></li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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**Signed off by Governors – 21.05.2020**  
**Shared with staff - 27.05.2020**

<b>Identify hazard</b>				Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus				
<b>Existing level of risk</b>				Consider current level of risk
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>Control measures</b>				List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Staggered playtimes and allocated play area in the first instance – see timetable</li> <li>2. No playtime equipment or limited per group – as equipment can't be easily cleaned</li> <li>3. Equipment to be cleaned if used and only used with one group of children</li> <li>4. Handrail on the way in and out of school needs to be cleaned after each group</li> <li>5. Nature area/adventure playground closed</li> <li>6. Games discussed which encourage social distancing.</li> <li>7. Staff supervision throughout – actively encouraging and insisting on social distancing</li> <li>8. Children practice walking 2 meters apart – modelled by staff</li> <li>9. First aid – gloves and mask provided for staff on duty.</li> </ol>				
<b>Remaining level of risk</b>				Consider level of risk following use of control measures
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
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<b>Identify hazard</b>				Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing when eating lunch resulting in direct transmission of the virus				
<b>Existing level of risk</b>				Consider current level of risk
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
<b>Control measures</b>				List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Children eat in their classrooms at their desks</li> <li>2. School dinners will be packed lunches made by schools i.e. sandwiches</li> <li>3. School dinners to be delivered to classrooms</li> <li>4. Desks to be cleaned after eating</li> <li>5. Empty bins after eating</li> </ol>				
<b>Remaining level of risk</b>				Consider level of risk following use of control measures
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>	
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing for MSA's</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>MSA's/CW on lunch duty to stay 2m away from all children as will be in contact with multiple groups</li> <li>Staff to clean the playground/equipment between each group of children</li> <li>Staff to clean the handrails on the way to and from the playground between each group of children</li> <li>For any first aid, staff are able and encouraged to wear gloves and a disposable mask if they wish even though the guidance does not require this.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Children to stay in their classroom when not out to play</li> <li>Two children to go to toilet at one time – see above</li> <li>Messages to office via email or phones in classroom</li> <li>Staff use empty classrooms and alcoves to maximise the distance between each other</li> <li><b>Consider one way system around the school using walkway and outside – safety concerns</b> unless the fire alarm sounds which then children need to leave as usual</li> <li>Agree instructions with children concerning going and returning to toilet</li> <li>When moving class around the school – 2 metres between children – one adult at front/back insisting the distance is maintained – regular practice of this in the first few days</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Contact of shared resources</b> resulting in indirect transmission of the virus			

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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children assigned own stationary (pack of stationary labelled with their name on)</li> <li>2. Tubs of resources for individuals if needed – maths cubes etc</li> <li>3. Resources washed each night and left to dry if not same person using them the next day</li> <li>4. Tables, door handles and other surfaces cleaned every night</li> <li>5. Lessons planned so resources are individual and not shared – or on white board</li> <li>6. Resources on tables ready for lesson and not distributed within the lesson</li> <li>7. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the children</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children to have class teacher and TA (if possible under vulnerable staff guidance) in the first instance</li> <li>2. Small numbers of children to support their emotional need</li> <li>3. Reduced time in school to ensure transition is successful from home to school</li> <li>4. 2 metre social distancing ELSA provision available for children who are distressed with TA assigned in their group</li> <li>5. PSHE to be delivered for first two weeks to support children's well-being</li> <li>6. With 2 members of staff with each group, 1 staff member can support children with extra activities that need it</li> <li>7. ELSA update and resources shared by Emma Crockatt for all staff</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Signed off by Governors – 21.05.2020</b> <b>Shared with staff - 27.05.2020</b>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the staff – including anxiety</b>			
<b>Existing level of risk</b>		Consider current level of risk	

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<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>3. Link Governor to discuss concerns – M.L/T.K</li> <li>4. Timetable of breaks and lunches for each group of children</li> <li>5. CW and at the moment 2 other staff members to cover PPA on a Wednesday to ensure staff still get PPA</li> <li>6. Sharing of support helplines</li> <li>7. SLT members of staff on site everyday for staff to share concerns with</li> <li>8. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>9. Separate risk assessment for the office area</li> <li>10. Designated “staff area” for staff – maybe rota for same area if needed (Class 3)</li> <li>11. <b>Extremely vulnerable staff (Shielding) work from home</b></li> <li>12. <b>Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place</b> and an individual risk assessment</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to close contact with children – 1:1 and restraint</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Seek expert guidance from special schools/local authority re support for children with behaviour difficulties – that might need restraint and display licking, spitting, biting etc. Leading to individual risk assessments</li> <li>2. Masks purchased and issued to individuals</li> <li>3. Disposable aprons ordered</li> <li>4. Extra gloves ordered</li> <li>5. Some visors also ordered if needed</li> <li>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk Please note the Government guidance states “Wearing face coverings or face masks is not recommended”</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to close contact with children or staff if they become unwell</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>The Hub will be used as a Covid waiting room in case a pupil or staff member becomes unwell. A sign will be put on the door if a child is unwell so nobody else enters the room.</li> <li>Masks purchased and kept in the Hub</li> <li>Disposable aprons ordered and kept in the Hub</li> <li>Extra gloves ordered and kept in the Hub</li> <li>Some visors also ordered if needed and kept in the Hub</li> </ol> <p>Please note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Signed off by Governors – 21.05.2020</b> <b>Shared with staff - 27.05.2020</b>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Hand gel dispenser in of all classrooms</li> <li>Hand gel order in large quantities</li> <li>Extra soap dispensers and re-fills in each classroom</li> <li>Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze – in classroom if possible.</li> <li>Provide extra bins in the toilets for paper towels and empty bins regularly (twice during the day)</li> <li>Washing hands posters replaced in all washing areas</li> <li>Reminders how to wash hands properly – videos and posters</li> <li>Procedure agreed for children to wash hands so thorough hand washing</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Signed off by Governors – 21.05.2020</b> <b>Shared with staff - 27.05.2020</b>			

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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>All surfaces, handles, toilets and shared equipment will be cleaned each day</li> <li>Gloves will be worn by all cleaning staff</li> <li>Class phones can be wiped down with wipes bought.</li> <li>Some resources if needed will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</li> <li>Staffroom will be equipped with cleaning products and gloves and staff will be asked to wipe down anything used.</li> <li>Staff will be encouraged to use their own cups/cutlery.</li> <li>Soft furnishings and soft / cloth toys will be removed from use in classrooms</li> <li>EYFS will have limited resources that can be cleaned after use</li> <li>Deep cleaning of Year 1 and Hall as used by the Keyworker children before re-opening</li> <li>Cleaners to return to work before the school re-opens</li> <li>Provide staff with a support sheet for items in the cleaning cupboard i.e. which mop is used for what area to avoid any misuse</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Signed off by Governors – 21.05.2020</b> <b>Shared with staff - 27.05.2020</b>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</li> <li>Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</li> <li>Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Signed off by Governors – 21.05.2020</b>			

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Shared with staff - 27.05.2020

<b>OVERALL level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate		
Taken to Governors 21.5.2020 and signed off.			

<b>Name of Assessor</b>	<b>Signature of Assessor</b>	<b>Date</b>
Christie Waite	C.Waite	21.05.2020

<b>Name of Governor/s</b>	<b>Signature of Governor/s</b>	<b>Date</b>
Martyn Long Tom Keef Phil Bruce Rebecca de Koning Sarah Hann	Martyn Long Tom Keef Phil Bruce Rebecca de Koning Sarah Hann	21.05.2020

<b>Risk assessment reviews</b>	Set future review dates & sign/comment upon completion
<ul style="list-style-type: none"> <li>Weekly reviews to start moving to every two weeks.</li> </ul>	